

EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

*** Telephone number:**

*** E-mail:**

History of the program. Please mark the appropriate response (choose one):This program:

Was an original initiative of the Education Improvement Act of 1984

Was created or implemented as part of the Education Accountability Act of 1998

Has been operational for less than five years

Was funded by last fiscal year by general or other funds.

Is a new program implemented for the first time in the current fiscal year

Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

Do guidelines that have been approved by the State Board of Education, the Commission on higher Education or other governing board exist that govern the implementation of this program?

Yes

No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

The goals of this program are to improve the academic achievement and personal development of early adolescents in the middle grades. Thus, achievement of both academic standards and positive youth development are central purposes.

In order to achieve the goals of the middle grades initiative, objectives have been developed. The current objectives are to support, develop, and strengthen middle grades students, teachers, and schools. Therefore the current objectives are to: 1) support and strengthen the academic achievement and personal development of middle grades students; 2) support the training and professional development of highly qualified middle grades teachers; and 3) support and strengthen middle schools to improve their effectiveness in promoting high academic achievement and positive youth development. For each of these objectives, the Middle Grades Initiative sponsors a project:

? For the student achievement and development objective, we sponsor the Middle Grades Data Project. The data project compiles and disseminates information regarding the non-academic determinants of academic achievement and self-destructive risk-behaviors. The purpose of this project is to clarify the non-academic influences that must be improved in order for middle grades students to reach state academic standards.

? For the highly qualified teachers objective, the project sponsors MLTEI (the Middle Level Teacher Education Initiative). MLTEI promotes and supports the training of middle grades teachers highly qualified in academic content, pedagogy, adolescent development, and middle school organization and philosophy.

? For the effective middle schools objective, the project sponsors Schools to Watch. Schools to Watch promotes excellence in all critical academic, youth development, school organization, educator professionalism, and other spheres by disseminating principles and practices of high quality middle schools, especially through the selection and development of exemplary middle level schools to act as models and leaders of best practice.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

Middle Grades Data Project: The primary work of the project was the creation and linking of the data files and the analysis of the "front end" early childhood data. Our assumption is that most of the academic, family, and chronic health or disability problems affecting adolescents have been present since the early years of their lives. Our additional hypothesis is that cost-effective promotion of academic and personal development must be achieved in early and middle childhood as a foundation for subsequent success during adolescence. Both research and often-repeated commentary by educators in South Carolina emphasize how many students reach middle school achieving below state academic standards. During FY'07 the Middle Grades Data Project gathered and analyzed the data showing how many of which students failed to launch successful academic careers. Data demonstrating poor performance included the SC Readiness Assessment in kindergarten and first grade, retention and over-age in the early grades, and PACT scores in grades 3&4. Determinants of poor performance were explored: low birth weight, disabilities and chronic conditions, limited family literacy, child abuse and neglect, poverty, teen parent(s), and limited English proficiency. Also, the impact of the 4 year old preschool program and K-3 education was investigated. Furthermore, plans were crafted for extension of the analysis into the middle grades using the cohort followed by Wei Yao of SDE for 1995/96 4K participants. This cohort is the same as David Potter's "Longitudinal Analysis of Six Years of PACT Achievement Data, 2000-2005." This analysis will be performed by the Middle Grades Data Project in 2007/08 using data warehouse links for the social, economic, and health factors investigated in the early childhood analysis. Preliminary work was done in 2006/07 on the chronic health and disability problems of middle grades students, but the results will not be disseminated until the entire analysis is finished for the longitudinal cohort. Such analysis linking data warehouse files will be combined with survey data to provide a more complete picture of the determinants of personal and academic success of middle grades students.

The Middle Level Teacher Education Initiative (MLTEI) has been sponsored through the South Carolina Middle School Association (SCMSA). The Initiative's goals are to assist South Carolina's higher education institutions (IHEs) in planning and developing middle grades teacher preparation programs that address middle level NCATE standards. NCATE standards define quality middle level teacher training programs. The grant's efforts have been to:

- ? Provide sufficient quality and quantity of middle level teachers.
- ? Encourage development of ML programs in SC IHEs.
- ? Provide information and opportunities for current ML teachers to remain in the middle grades.
- ? Provide a clearinghouse of helpful information to aid prospective programs to plan for adding middle level offerings.
- ? Encourage networking and support through involvement of ML professors in SC Professors of Middle Level Education (SCPOMLE) and other grant activities.

The primary work of the grant has been providing technical assistance and support to the IHEs to help them develop programs that meet NCATE standards; emphasizing quality and well as quantity through resources; developing a CD with multiple resources for teaching Young Adolescent Development effectively; sharing best practices through the website featuring syllabi from various IHEs; encouraging middle level teachers to seek highly qualified status through coursework, Praxis exams, and related grants; encouraging involvement as presenters and attendees at the NMSA Middle Level Teacher Education Symposium.

Schools to Watch: Schools to Watch is an initiative launched in 1999 by the National Forum to Accelerate Middle-Grades Reform, an alliance of more than 60 educators, researchers, and officers of national associations and

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

Middle Grades Data Project: Since the project does not provide services, there are no outputs or direct service products. Once the data analysis has been completed, it will be disseminated widely in a manner similar to the Middle Grades Student Profile developed and disseminated with the EOC over the past two years. Output data for the numbers of persons receiving the reports will be collected in 2007/08.

Middle Level Teacher Education Initiative: The grant has supported a network of IHEs engaged in the development and implementation of quality middle level teacher preparation programs. Through meetings, telephone and face-to face conferences, newsletters, and web communication, participants worked together to identify the essential elements of effective middle level programs. Content Quality Networks (CQN) helped extend the discussion of teacher preparation to include the arts and sciences, undergraduate content areas, as well as other standards assessed through the newly revised NMSA/NCATE Teacher Preparation Performance Standards. The Young Adolescent Development team produced a CD for IHEs with multiple resources. The website was updated to provide a more sophisticated presence and links were updated for currency. The Pedagogy team produced sample lessons on CD and in manuals. All networks posted information on the MLTEI.org website.

Schools to Watch Initiative: The grant supported the national training of eight team members who in turn trained the forty-eight state team members. The grant also supported travel for site visits and attendance at the National STW Conference. Eight SC middle schools applied to be recognized as schools to watch; and four schools were selected for site visits. Lugoff-Elgin Middle School in Kershaw County was selected as SC's first School to Watch. In June, 2007 a team of six from Lugoff-Elgin along with five SC STW team members attended the National Schools to Watch Conference in Arlington, Virginia. Lugoff-Elgin is serving as a model middle school in the state. Many SC middle schools have requested information on the programs in place that resulted in Lugoff-Elgin's recognition as a School to Watch.

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

Middle Grades Data Project: As an analytical rather than service project, the outcomes are difficult to quantify; however, our results are planned and monitored in an interpretive manner. The desired result is to influence the understanding and response of key stakeholders to the non-academic influences on academic achievement. Specifically, the Middle Grades Data Project seeks to sensitize policy-makers and practitioners to the importance of addressing the social, economic, and health determinants of academic achievement; and to motivate them to act to improve these important causes. This rationale has been stated previously as follows: "The purpose of the proposed analysis by the SC Budget and Control Board's Office of Research and Statistics (ORS) is to elaborate on and provide specificity for the concepts 'disadvantaged', 'poor', 'low SES', and 'at risk' as explanations for and predictors of failure to achieve state academic standards, especially as assessed by PACT. By looking at some of the concrete data indicators used to represent disadvantaged or at risk status, the analysis should help point decision-makers toward specific causes of poor academic performance. These specific causes, unlike vague labels like 'at risk', point to and invite solutions rather than excuses. If children with poor PACT performance, for instance, disproportionately have disabilities and chronic health problems or are in foster care, this encourages decision-makers to direct resources toward alleviating these problems. Enhanced services through Medicaid for asthma or depression or through better services for abused children put into foster care can take pressure off schools that typically rely on academic and instructional reforms as the sole remedy for low performance on PACT. Inevitably the solutions to poor school performance must be both academic assistance and non-academic services meeting family, health, and economic needs."

Thus far our impact on results has been low. Most educators are focused on what they do directly with students to reach state academic standards. The Middle Grades Data Project anticipates that effective dissemination of the data warehouse information will motivate more policy-makers and practitioners to respond assertively to produce the desired results.

Middle Level Teacher Education Initiative: Through the five year period of the MLTEI grant, the number of programs preparing Middle Grades teachers in South Carolina IHEs grew from two to fourteen institutions, nine public and five private institutions, serving a large geographic portion of the state. MLTEI appeared before the EOC Committee to discuss supply and demand issues which resulted in a collaboratively planned meeting in January, 2007, which brought together voices from most of the stakeholders serving middle grades. As a result, several committees were formed to address portions of the challenges regarding staffing the middle grades with our best prepared and brightest teachers. The conversations continue and have involved the Higher Education Roundtable (HERT), SCASA, the SDE Division of Educator Quality and Leadership and CHE. The grant provided to IHEs an opportunity to become active participants in SCMSA and SCPoMLE, resulting in a stronger network of middle level advocates within each institution. Meetings were held each year in conjunction with the SCMSA Annual Conference to update all participants on progress and future opportunities. Every other year alternating with the National Middle Level Symposium, SCPoMLE provides its own symposium in South Carolina with support from the MLTEI grant. In May, 2008, the third Symposium is scheduled and will include SC, NC and GA participants and planners. Much work is yet to be done, but the presence of the grant funds and support have helped to keep middle level concerns on the front page rather than the back burner.

Schools to Watch Initiative: During the first year of SC STW, increased int

Program Evaluations

What was the date of the last external or internal evaluation of this program?

Has an evaluation been conducted?

Yes No

**If an evaluation was conducted, what were the results and primary recommendations of the evaluation?
(MAX: 2000 characters)**

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

Yes

No

If no, why not?(MAX: 100 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

The same as appropriated in the current fiscal year's appropriation

An increase over the current fiscal year's appropriation

A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Data entry complete for this year.

Will additional information (eg. charts, tables, graphs, etc.) be submitted under separate cover to EOC for this program? If so, submit to Melanie Barton at mbarton@eoc.sc.gov. The program number should be cited in the subject of the e-mail.

Yes No